College Curriculum Committee Meeting Agenda
Tuesday, February 13, 2024
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: January 30, 2024	2:00	Action	#2/13/24-1	Kaupp
2. Report Out and Check-in	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:12	Information		
4. Announcements a. New Course Proposals b. Visual Storytelling and Comic Arts CA Title Change c. AB 1111 and CCC d. Upcoming Academic Senate Elections	2:17	Information	#2/13/24-2–4	CCC Team
5. Additions to Course Families	2:27	Action	#2/13/24-5	Kaupp
6. New Certificate Proposal: Spanish-Advanced	2:32	Action	#2/13/24-6	Kaupp
7. Ethnic Studies Graduation Requirement	2:35	2nd Read/ Action	#2/13/24-7	Kaupp
8. GE Application: Area IV: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1)	2:42	1st Read	#2/13/24-8	Kaupp
9. GE Application: Area IV: Sheet Metal Apprenticeship Program		1st Read	#2/13/24-9	Kaupp
10. GE Application: Area VI: Sheet Metal Apprenticeship Program		1st Read	#2/13/24-10	Kaupp
11. Stand Alone Application: SPAN 51B	2:52	1st Read	#2/13/24-11	Kaupp
12. Courses not Taught in Four Years	2:55	Discussion	#2/13/24-12	Vanatta
13. Updating Foothill GE	3:00	Discussion	#2/13/24-13–14	Gilstrap/ Kaupp
14. Best Practices for Equitable COR Updates	3:14	Discussion	#2/13/24-15	Kaupp
15. Good of the Order	3:27			Kaupp
16. Adjournment	3:30			Kaupp

**Times listed are approximate*

Attachments:

#2/13/24-1	Draft Minutes: January 30, 2024
#2/13/24-2–4	New Course Proposals: BIOL 36AH, BIOL 36BH, BIOL 36CH
#2/13/24-5	Requests to Add New & Reactivated Courses to Course Families
#2/13/24-6	New Certificate Proposal: Spanish-Advanced
#2/13/24-7	Update to Graduation Requirements for Local Associate Degrees
#2/13/24-8	Foothill General Education Application for Area IV—Social & Behavioral Sciences: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1 - Pipe Trades Training Center students)
#2/13/24-9	Foothill General Education Application for Area IV—Social & Behavioral

	Sciences: Sheet Metal Apprenticeship Program
#2/13/24-10	Foothill General Education Application for Area VI—United States Cultures & Communities: Sheet Metal Apprenticeship Program
#2/13/24-11	Stand Alone Application: SPAN 51B
#2/13/24-12	Courses not Taught in Four Years - 2024 list
#2/13/24-13	Foothill GE Comparison
#2/13/24-14	Considerations for Rethinking Foothill GE
#2/13/24-15	Equity in the COR - Why and How—draft

2023-2024 Curriculum Committee Meetings:

Fall 2023 Quarter	Winter 2024 Quarter	Spring 2024 Quarter
~~10/3/23~~	~~1/16/24~~	4/16/24
~~10/17/23~~	~~1/30/24~~	4/30/24
~~10/31/23~~	2/13/24	5/14/24
~~11/14/23~~	2/27/24	5/28/24
~~11/28/23~~	3/12/24	6/11/24

Standing reminder: Items for inclusion on the CCC agenda are due no later than one week before the meeting.

2023-2024 Curriculum Deadlines:

~~*12/1/23*~~	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
~~*12/1/23*~~	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
4/19/24	Deadline to submit curriculum sheet updates for 2024-25 catalog (Faculty/Divisions).
6/1/24	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
6/21/24	Deadline to submit course updates and local GE applications for 2025-26 catalog (Faculty/Divisions).
Ongoing	Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:
Micaela Agyare (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Jeff Bissell (KA), Sam Bliss (De Anza AVP Instruction), Cynthia Brannvall (FAC), Rachelle Campbell (HSH), Zach Cembellin (Dean, STEM), Anthony Cervantes (Dean, Enrollment Services), Sam Connell (BSS), Cathy Draper (HSH), Angie Dupree (BSS), Kelly Edwards (KA), Jordan Fong (FAC), Valerie Fong (Dean, LA), Evan Gilstrap (Articulation Officer), Stacy Gleixner (VP Instruction), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Ben Kaupp (Faculty Co-Chair), Andy Lee (CNSL), Don Mac Neil (KA), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Sarah Parikh (STEM), Eric Reed (LRC), Richard Saroyan (SRC), Amy Sarver (LA), Paul Starer (APPR), Kyle Taylor (STEM), Mary Vanatta (Curriculum Coordinator), Voltaire Villanueva (AS President), Catherina Wong (De Anza CCC Faculty Co-Chair), Erik Woodbury (De Anza AS President)

Updated 1/3/24

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2023-24

Meeting Date: 2/13/24

Co-Chairs (2)

✔*	Ben Kaupp	408-874-6380	Vice President, Academic Senate (tiebreaker vote only) kauppben@fhda.edu
✔*	Kurt Hueg	7179	Associate Vice President of Instruction huegkurt@fhda.edu

Voting Membership (1 vote per division)

✔	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
✔	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
✔*	Cynthia Brannvall	7477	FAC	brannvallcynthia@fhda.edu
✔*	Zach Cembellin	7383	Dean—STEM	cembellinzachary@fhda.edu
✔*	Sam Connell	7197	BSS	connellsamuel@fhda.edu
✔*	Cathy Draper	7249	HSH	drapercatherine@fhda.edu
✔*	Angie Dupree		BSS	dupreeangelica@fhda.edu
✔	Kelly Edwards	7327	KA	edwardskelly@fhda.edu
✔*	Jordan Fong	7272	FAC	fongjordan@fhda.edu
✔	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
✔*	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✔*	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
✔*	Andy Lee	7783	CNSL	leeandrew@fhda.edu
✔	Don Mac Neil	7248	KA	macneildon@fhda.edu
	Brian Murphy		APPR	brian@pttc.edu
✔*	Tim Myres		APPR	timm@smw104jatc.org
✔*	Sarah Parikh	7748	STEM	parikhsarah@fhda.edu
✔*	Eric Reed	7091	LRC	reederic@fhda.edu
✔	Richard Saroyan	7232	SRC	saroyanrichard@fhda.edu
	Amy Sarver	7459	LA	sarveramy@fhda.edu
✔*	Kyle Taylor	7126	STEM	taylorkyle@fhda.edu

Non-Voting Membership (4)

			ASFC Rep.	
✔*	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
			Evaluations	
			SLO Coordinator	

Visitors

Chris Allen*, Paul Starer

** Indicates in-person attendance*

College Curriculum Committee
Meeting Minutes
Tuesday, January 30, 2024
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom

Item	Discussion
1. Minutes: January 16, 2024	**Approved by consensus.**
2. Report Out and Check-in	**Speaker: All** Apprenticeship: Myres shared continuing work on Foothill GE apps. Hueg shared working to get first Credit for Prior Learning workgroup meeting scheduled w/ De Anza, starting with a small group. Hoping folks from CCCCO will attend the next district enrollment management committee meeting to discuss noncredit. Fine Arts & Comm: Brannvall shared title of Animation certificate of achievement being changed to Visual Storytelling and Comic Arts. Asked if faculty may move forward with creating mirrored noncredit courses—Hueg responded, yes, and noted that even though these are mirrored courses they need to go through regular course creation process. Brannvall mentioned topic of local GE and asked if college should wait to make a decision re: Lifelong Learning until we know how other schools are leaning, and asked how the decision could affect funding—Kaupp noted local GE will be discussed later this meeting. Brannvall shared received positive feedback re: equity "tidbits," division faculty believe will be more helpful than full Guiding Principles document. LRC: No updates to report. STEM: Taylor noted new course proposals on today's agenda. BSS: Dupree mentioned also received feedback re: local GE changes. HSH: Campbell noted division discussing possibility of allowing courses to be used as prereqs for other programs. Counseling: Lee mentioned Career Hacks workshop series, for any students interested in getting a head start on job searching. Jackson Sandoval asked faculty to remind students that scholarship deadline is this Friday; mentioned workshop tomorrow. Gilstrap reminded the group we need to update all of our ADTs to be in compliance w/ CalGETC; will start to email faculty this week. Noted recent update to CalGETC standards, and there will be one more revision, sometime in May. Received notice that implementation of new local associate degree requirements (e.g., local GE changes) will be required by fall 2025; we should receive guidance very soon. Vanatta mentioned this year's Courses Not Taught in Four Years list is almost ready to distribute to reps and deans. List and process will be on next CCC agenda so folks can ask questions, but will distribute via email as soon as it's ready, so divisions may begin the process right away. Quickly shared details about process. Connell asked what drives this process—Vanatta responded, CCC created process because there were courses in the catalog which hadn't been offered in many years,

	sometimes decades. Connell asked if CCC could decide to revoke the process—Kaupp responded, believes there is value in the process, to ensure our catalog is up-to-date. SRC: Saroyan also mentioned scholarship deadline, noting specific scholarships for veterans. Language Arts: Armerding noted ESL dept. changing some prereqs to Advisory for lower level courses (ESLL 236 & 237). Kinesiology & Athletics: Edwards shared division faculty asking why PHED courses can't be offered as noncredit mirrored courses—Hueg responded, state policy specifies PE is excluded, due to repeatability restrictions. Edwards asked if PHED is the only excluded subject—Hueg unsure, but believes so.
3. Public Comment on Items Not on Agenda	Naranjo (student visitor) made public comment about synchronization of due dates for Distance Education courses. Also commented that students are requesting more availability of STEM honors courses. Also commented on confusion among students re: science courses w/ embedded lab vs. those w/ separate lab, noting it's more convenient for students to fulfill their transfer GE requirements when lab is embedded.
4. Announcements a. New Course Proposals	**Speakers: CCC Team** The following proposals were presented: ALTW 234; HIST 70R series; HUMN 15; MATH 211A, 211B; NCBS 411A, 411B; PHIL 15. Kaupp noted ALTW course might change to different subject code.
b. New Subject Code (De Anza): ATMG (Automotive Technology Management)	Subject codes are shared across the district, so each college is expected to notify the other when they wish to create a new one, in case of any concerns. Parikh asked which division this new code falls under—Vanatta responded, didn't receive this info. Kaupp clarified that this simply means Foothill cannot create an ATMG code on our end that's different than this one.
c. New Infographics on CCC Website	Kaupp showed folks where to find new infographics on CCC website, one for new course creation and one for new degree/cert creation.
d. New Joint Foothill-De Anza Workgroups: Credit for Prior Learning & Noncredit	Hueg shared info during report out about meetings. Noted new AVP Instruction at De Anza, Sam Bliss, will be joining. If you're interested in participating, reach out to Hueg.
5. Consent Calendar a. GE Applications	**Speaker: Ben Kaupp** The following GE applications were presented: Area V—MATH 33; Area VII—PHED 19B, 19C, 19D. Parikh commented very positively on creation of MATH 33, noting it's math people actually use in everyday life. Intended to fulfill math requirement for students who don't need to complete calculus. Vanatta noted PHED courses are reactivations. Motion to approve **M/S** (Fong, Parikh). **Approved.**
6. Stand Alone Application: NCBS 440A	**Speaker: Ben Kaupp** Second read of Stand Alone Approval Request for NCBS 440A. Fong mentioned asked division faculty for feedback, and some questioned why they were reviewing a course outside their division. Asked if this was the right thing for reps to do—Kaupp responded, highly encouraged, noting worthwhile for course to be reviewed by faculty outside the discipline. Parikh added can be helpful for faculty to see what other divisions are doing, especially in a situation like this where division is responding to AB 1705 regulations. Motion to approve **M/S** (Reed, Draper). **Approved.**

7. Stand Alone Application: THTR 49E	**Speaker: Ben Kaupp** Second read of Stand Alone Approval Request for THTR 49E. No comments. Motion to approve **M/S** (Fong, Reed). **Approved.**
8. Updating Foothill GE	**Speakers: Evan Gilstrap, Ben Kaupp** Kaupp shared concerns from De Anza CCC Faculty Co-Chair: concerned about PE and personal development courses (re: Lifelong Learning), wants to see enrollment data, and concerned about impact to AA and AS degrees. Gilstrap believes would be interesting to see De Anza's AA/AS completion numbers, since Foothill's are apparently low enough to not be statistically relevant. Kaupp noted De Anza interested in collaborating with Foothill on these decisions; we're not required to align, but the district is interested in seeing more collaboration. Kaupp hopes today's discussion will result in a decision about whether to keep Lifelong Learning (or at least some solid thoughts), as well as a decision on whether or not to require a lab for Natural Sciences. Recalled comments from STEM reps at previous meeting, related to Natural Sciences labs. Dupree shared question from division faculty: does CalGETC require a lab for Natural Sciences? Noted faculty okay with not requiring lab if it's not required for CalGETC. Connell believes most students taking ANTH labs do so because of transfer GE requirements, not Foothill GE. Gilstrap responded, lab is required for CalGETC (Physical and Biological Sciences area). Connell believes students are primarily concerned with transfer GE requirements, not local GE. Parikh asked for clarification that our decision will not change which courses/labs we're offering, in general—correct. Parikh believes we shouldn't require lab, to help encourage students to complete a local degree. Kaupp noted that by not requiring lab we could save students time and money. Brannvall asked if it's possible that a student would complete an AA/AS and still intend to transfer, and wonders if students communicate this plan in some way—Gilstrap responded, almost impossible to know, noting students' plans and intentions can easily change. Connell asked Apprenticeship folks for their feedback—Allen responded, division offers eight AS degrees which are not transferable, and would like their students to be able to complete degree without added requirements. Dupree asked about transfer requirements for other (non-UC/CSU) institutions—Gilstrap responded, students will need to use CalGETC, wherever they want to go. Lee added many non-UC/CSU institutions know about CalGETC but have their own requirements and will likely continue to require a lab. Parikh mentioned plans to create AS degree for semiconductor Apprenticeship program; these students would use local GE. Concerned it could be difficult for these students to fulfill Lifelong Learning area within timeframe employers are asking for. Campbell noted Radiologic Technology is a terminal degree, but majority of students go on to complete bachelor degree. Encourages students to use transfer GE pattern, as a safeguard. Expressed general concerns that we're encouraging students to get a degree which doesn't benefit them. Brannvall asked what would happen if we don't require a lab, a student completes an AA/AS degree w/o lab, and then decides they want to transfer—they simply need to complete lab units. Agyare shared division CC discussed Lifelong Learning, in particular the potential impact on LIBR 10, noting faculty conflicted because they

	don't want to require additional units for students but are concerned about what will happen to depts. with Lifelong Learning courses. Would like to explore moving LIBR 10 to a different GE area and/or adding it as a requirement to a certificate. Gilstrap mentioned attachment comparing current Foothill GE to new requirements, and pointed out units listed at bottom of each. Mentioned attachment doesn't note that currently 1) if a student takes a non-MATH course for Communication & Analytical Thinking, they additionally need a MATH course to fulfill graduation requirement; and 2) Lifelong Learning lists minimum of 4 units but requires two courses, which is tough to complete at just 4 units and can end up being as much as 8 units. Important to note new Title 5 language doesn't include additional graduation requirements beyond the GE pattern, so 30-35 units total is pretty set in stone; even if we decide to include Lifelong Learning, total units could still end up being fewer than what students currently need to complete. Vanatta asked for clarification that new language don't include minimum proficiency—Gilstrap responded, no, everything is now included in GE pattern. Connell mentioned scenario of Apprenticeship students completing AS degree and wondered what reason would they need to take a Lifelong Learning course. Parikh agreed and wonders if the majority of students taking Lifelong Learning courses do so because they want to, not because of local GE requirement; believes students will still take those courses because they're interested in the subject matter. Armerding mentioned efforts to map Apprenticeship programs to Foothill GE requirements, and asked if we decide to keep Lifelong Learning because we see value in it for students, is there a way to argue that Apprenticeship students are meeting such requirements within their major courses. Encouraged the group to keep in mind the benefits of including Lifelong Learning in GE, and the value those courses have to the student in general. Draper teaches Lifelong Learning course (HLTH dept.) and noted many students take it because it's required to get into a program, not because of GE requirements. Brannvall shared personal experience of taking many Lifelong Learning-type courses but doesn't believe they need to be required. Myres noted Lifelong Learning is built-in to education provided by training centers for Apprenticeship students.
9. Best Practices for Equitable COR Updates	**Speaker: Ben Kaupp** Kaupp reminded the group that most recent CCC discussion of topic resulted in interest in "chunking out" content of full Guiding Principles document into more easily digestible pieces. Shared example of how this could be done; created PDF w/ help from Parikh, which provides short blurb about why equity should be included in six COR sections, followed by short list of suggestions on how to include equity in each section. Kaupp noted this is very rough draft and represents a framework of what could be created. Parikh concerned draft language for Course Content section phrased in a negative way and asked for it to be changed if we move forward with this draft. Kaupp noted that conversations about making equitable updates to CORs might need to include difficult considerations, but agrees language could be modified. Kaupp asked the group for feedback. Draper likes the way the information is presented and believes faculty will be able to demonstrate equity in these COR sections. Parikh mentioned tried to use positive tone in drafting concise language, while refraining from making it sound instructive (e.g., avoiding "you must"). Connell asked about process, moving forward, noting equity section already added to COR in CourseLeaf—Kaupp responded, as faculty update their CORs, these suggestions would help them figure out edits to make the COR more equitable. Kaupp noted there are situations in

	which a change isn't possible or appropriate, and that's fine, as long as the review is done. Campbell shared recently sat down with faculty to edit CORs and they wondered how to document equity in Course Content section for very technical courses. Kaupp suggested equity could be imbedded into other sections of the COR, in these cases. Campbell clarified, such courses are being taught in equity-minded ways, but it can be tough to figure out how to document this. Wants to make sure it's clear how reps can use this as a training tool to guide faculty in documenting equity on their CORs.
10. Ethnic Studies Graduation Requirement	**Speaker: Ben Kaupp** First read of memo requesting update to graduation requirements for local associate degree, to add completion of Ethnic Studies course. This is required by new Title 5 language starting fall 2024; memo specifies our requirement will begin summer 2024 (due to our catalog year starting with summer session). Brannvall asked for clarification re: the type of feedback reps should ask from constituents—Kaupp responded, reps should share suggested language to ask if there are any questions or concerns. Second read and possible action will occur at next meeting.
11. Good of the Order	
12. Adjournment	**3:28 PM**

Attendees: Micaela Agyare (LRC), Chris Allen* (Dean, APPR), Ben Armerding (LA), Cynthia Brannvall* (FAC), Rachelle Campbell* (HSH), Zach Cembellin* (Dean, STEM), Sam Connell* (BSS), Cathy Draper* (HSH), Angie Dupree* (BSS), Kelly Edwards (KA), Jordan Fong* (FAC), Evan Gilstrap* (Articulation Officer), Kurt Hueg* (Administrator Co-Chair), Maritza Jackson Sandoval* (CNSL), Ben Kaupp* (Faculty Co-Chair), Andy Lee* (CNSL), Don Mac Neil (KA), Tim Myres* (APPR), Jonatan Naranjo* (student), Sarah Parikh* (STEM), Eric Reed* (LRC), Richard Saroyan (SRC), Paul Starer (APPR), Kyle Taylor* (STEM), Mary Vanatta* (Curriculum Coordinator)
** Indicates in-person attendance*

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 12/13/23 7:34 am

Viewing: **BIOL F36AH : HONORS EXPERIMENTAL RESEARCH IN BIOLOGY I**

Last edit: 01/26/24 11:46 am

Changes proposed by: Sara Cooper (20218572)

In Workflow

1. **1PS Curriculum Rep**
2. **Curriculum Coordinator**
3. Activation

Approval Path

1. 01/24/24 11:39 am Kyle Taylor (taylorkyle): Approved for 1PS Curriculum Rep

Course Proposal Form

Faculty Author	Sara Cooper		
Effective Term	Summer 2025		
Subject	Biology (BIOL)	Course Number	F36AH
Department	Biology (BIOL)		
Division	Science Technology Engineering and Mathematics (1PS)		
Units	2		
Hours	6 laboratory		
Course Title	HONORS EXPERIMENTAL RESEARCH IN BIOLOGY I		
Short Title			

Proposed Transferability	UC/CSU
Proposed Description and Requisites:	The Experimental Research in Biology class provides students with an opportunity to carry out an authentic research project in biology. Students will coordinate research and planning of an original research project, write a proposal and research design, carry out the research and report on their results. Emphasis will be placed on scientific thinking, laboratory and/or field work skills, project design and implementation, bioethics, and scientific communication. Pre- or co-requisite with BIOL1A, BIOL41 or BIOL40A, BIOL10 or BIOL14.
Proposed Discipline	Biological Sciences

To which Degree(s) or Certificate(s) would this course potentially be added?

General Studies: Science

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This course is the first in a sequence of three, stackable courses which will provide students with the potential to participate in a year-long research project in biology.

Reviewer Comments

Key: 8870

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 12/13/23 7:35 am

Viewing: **BIOL F36BH : HONORS EXPERIMENTAL RESEARCH IN BIOLOGY II**

Last edit: 01/26/24 11:46 am

Changes proposed by: Sara Cooper (20218572)

In Workflow

1. **1PS Curriculum Rep**
2. **Curriculum Coordinator**
3. Activation

Approval Path

1. 01/24/24 11:39 am Kyle Taylor (taylorkyle): Approved for 1PS Curriculum Rep

Course Proposal Form

Faculty Author	Sara Cooper		
Effective Term	Summer 2025		
Subject	Biology (BIOL)	Course Number	F36BH
Department	Biology (BIOL)		
Division	Science Technology Engineering and Mathematics (1PS)		
Units	2		
Hours	6 laboratory		
Course Title	HONORS EXPERIMENTAL RESEARCH IN BIOLOGY II		
Short Title			

Proposed Transferability	UC/CSU
Proposed Description and Requisites:	The Experimental Research in Biology II class provides students with an opportunity to carry out an authentic research project in biology. Students will further explore their original research project while exploring how to narrow and/or expand the scope of their research project as it develops. Additionally, students will gain valuable collaboration and mentorship skills by training and coordinating with students in the Experimental Research in Biology I class. Emphasis will be placed on scientific thinking, laboratory and/or field work skills, project design, coordination and implementation, bioethics, and scientific communication. Prerequisite: Experimental Research in Biology I
Proposed Discipline	Biological Sciences

To which Degree(s) or Certificate(s) would this course potentially be added?

General Studies: Science

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This course is the second in a sequence of three, stackable courses which will provide students with the potential to participate in a year-long research project in biology.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 12/13/23 7:35 am

Viewing: **BIOL F36CH : HONORS EXPERIMENTAL RESEARCH IN BIOLOGY III**

Last edit: 01/26/24 11:46 am

Changes proposed by: Sara Cooper (20218572)

In Workflow

1. **1PS Curriculum Rep**
2. **Curriculum Coordinator**
3. Activation

Approval Path

1. 01/24/24 11:39 am Kyle Taylor (taylorkyle): Approved for 1PS Curriculum Rep

Course Proposal Form

Faculty Author	Sara Cooper		
Effective Term	Summer 2025		
Subject	Biology (BIOL)	Course Number	F36CH
Department	Biology (BIOL)		
Division	Science Technology Engineering and Mathematics (1PS)		
Units	2		
Hours	6 laboratory		
Course Title	HONORS EXPERIMENTAL RESEARCH IN BIOLOGY III		
Short Title			

Proposed Transferability	UC/CSU
Proposed Description and Requisites:	The Experimental Research in Biology III class provides students with an opportunity to carry out an authentic research project in biology. Students will further explore their original research project while exploring how to narrow and/or expand the scope of their research project as it develops. Additionally, students will gain valuable leadership skills by coordinating projects with students in the Experimental Research in Biology I and II class. Emphasis will be placed on leadership, scientific thinking, laboratory and/or field work skills, project design, coordination and implementation, bioethics, and scientific communication. Prerequisite: Experimental Research in Biology II
Proposed Discipline	Biological Sciences

To which Degree(s) or Certificate(s) would this course potentially be added?

General Studies: Science

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This course is the third in a sequence of three, stackable courses which will provide students with the potential to participate in a year-long research project in biology.

Reviewer Comments

Requests to Add New & Reactivated Courses to Course Families

Fine Arts & Communication requests the following addition to an existing course family:

Production-Performance
THTR 49E Performance Production V (new course)

Kinesiology & Athletics requests the following additions to an existing course family:

Combatives
PHED 19B Kickboxing for Fitness (reactivated course)
PHED 19C Intermediate Kickboxing for Fitness (reactivated course)
PHED 19D Advanced Kickboxing for Fitness (reactivated course)

These additions will go into effect for 2024-25

Program Change Request

New Program Proposal

Date Submitted: 01/23/24 8:31 am

Viewing: **Spanish-Advanced, Certificate of Achievement**

Last edit: 01/23/24 8:31 am

Changes proposed by: Julio Rivera-Montanez (11048508)

In Workflow

1. **1LA Curriculum Rep**
2. **Curriculum Coordinator**
3. College Curriculum Committee Chair
4. Authors
5. 1LA Curriculum Rep
6. Curriculum Coordinator
7. College Curriculum Committee Chair
8. FHDA Board of Trustees

Approval Path

1. 01/25/24 3:41 pm Amy Sarver (sarveramy): Approved for 1LA Curriculum Rep

Basic Information

Faculty Author(s)	**Users** Julio Rivera-Montanez Patricia Crespo-Martin
Department	Spanish
Division	Language Arts
Title of Degree/Certificate	Spanish-Advanced
Type of Award	Certificate of Achievement
Workforce/CTE Program:	No
Effective Catalog Edition:	2023-2024
Distinct curriculum sheet?	No

New Degree or Certificate Proposal

Which academic departments will be involved in the creation of this new degree/certificate? Are any new departments being created?

Spanish Department

Does De Anza offer a similar degree or certificate?

No

What is the educational need for this new degree/certificate?

The Certificate of Achievement in Spanish-Advanced is designed to open employment opportunities for local students because of the large number of Bay Area companies conducting businesses and trade with Central and South America. For students planning to continue their undergraduate or graduate education in business, education, or law, this certificate will complement their studies. From a cultural standpoint, Spanish study is valuable in California, with its rich diversity of cultural traditions represented by many Spanish speaking immigrants from all over the Hispanic World. Many Spanish courses can also satisfy GE requirements for an associate degree (AA) and transfer (AA-T) GE requirements.

How does the degree/certificate align with Foothill's Strategic Vision for Equity?

This certificate empowers students to achieve their goals as members of the workforce because Spanish is the most commonly second language used in California and will give them a competitive advantage. If they wish to continue their education as future students these certificates are stackable towards a degree. Finally, the students will gain cultural competence to become better global citizens.

Comments and other relevant information for discussion:

Reviewer Comments

To: CCC
From: CCC Leadership Team
Date: 1/30/24

The CCC Leadership Team requests a change to the graduation requirements for the associate degree, effective Summer 2024.

Recent changes to Title 5 regulations mandate California Community Colleges to require completion of a transfer-level Ethnic Studies course as part of the graduation requirements for the associate degree.

> Title 5 §55063 – Minimum Requirements for the Associate Degree.
>
> 3) Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units), in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines.

In response to these changes, the following will be added to the Graduation Requirements, which are published in the catalog (https://catalog.foothill.edu/degree-certificate-requirements/aa-as-requirements/):

Ethnic Studies: Any course in the ETHN (Ethnic Studies) subject code

Note that all of our ETHN courses are currently approved to satisfy at least one area of CSU GE Breadth, IGETC, and Foothill GE, and we anticipate that many students will already satisfy this new graduation requirement simply by completing their GE requirements.

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1 - Pipe Trades Training Center students)

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.
A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.
A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences ***must*** include ***all of the following*** student learning outcomes:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;
S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement ***must*** include ***at least three*** of the following student learning outcomes:

S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
S5. Explain world development and global relationships;
S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
S8. Assess the distribution of power and influence;
S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
S11. Display knowledge of human motivations, behaviors and relationships;
S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1 - Pipe Trades Training Center students)

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course component(s):

HVAC Apprenticeship students learn about the historical development of the union movement and union associations as representing labor organizations. As well, they learn the roles of various subgroups in the union movement and specifically about apprenticeship, the collective voice, roles and responsibilities of employers, contractors, and journey workers. (HVAC Program, Year 1, Semester 1, Module 1- *Union Heritage);* HVAC Program, Year 1, Semester 1, Module 3 -*Trade Related Safety & Environment*

The following apprenticeship courses: (APPT 151)

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course component(s):

HVAC Apprenticeship students exercise critical thinking and analytical oral and/or written skills in units on how to identify and interact with indifferent, irate, and/or demanding customers. Students describe various communication styles, identify methods of managing information and how to use critical thinking to create options and alternatives in outcomes. (HVAC Program, Year 1, Semester 1, Module 3 - *Trade Related Safety & Environment);* (HVAC Program, Year 3, Semester 1, Module 14 -*Heating & Air Conditioning Systems)*

The following apprenticeship courses: (APPT 155)

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course component(s):

HVAC Apprenticeship students demonstrate knowledge and application of the scientific method in conducting research and other areas in relation to HVAC principles specifically in learning about and applying safe workplace practices, including methods of fire prevention and using Personal Protective Equipment (PPE), Occupational Safety and Health Administration (OSHA) and California Occupational Safety and Health Administration (CalOSHA) requirements, identifying the various uses of heating equipment, defining terms used in methods of soldering and brazing copper tube, defining and discussing the HVAC and refrigeration industry, its processes, tools, equipment, and measurement devices. (HVAC Program, Year 3, Semester 1, Module 14 - *Heating & Air Conditioning Systems);* (HVAC Program, Year 3, Semester 2, Module 15 -*Control Systems);* (HVAC Program, Year 5, Semester 1, Module 23 -*Start, Test & Balance-Air Side);* (HVAC Program, Year 5, Semester 1, Module 24 -*Start,Test & Balance-Water Side)*

The following apprenticeship courses: (APPT 159)

Depth Map: Additionally, must include at least three of the following:

S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course component(s):

HVAC Apprenticeship students learn about the historical development of the union movement and union

associations as representing labor organizations. As well, they learn the roles of various subgroups in the union movement and specifically about apprenticeship, the collective voice, roles and responsibilities of employers, contractors, and journey workers.

HVAC Apprenticeship students demonstrate appreciation and sensitivity towards diverse cultures by learning skills in units on various cultures and communication styles, as well as how to identify and interact with indifferent, irate, and/or demanding customers. Students describe various communication styles, identify methods of managing information and how to use critical thinking to create options and alternatives in outcomes. (HVAC Program, Year 1, Semester 1, Module 1 - *Union Heritage);* (HVAC Program, Year 1, Semester 1, Module 2 - *Customer Service);* (HVAC Program, Year 1, Semester 1, Module 3 -*Trade Related Safety & Environment)*

The following apprenticeship courses: (APPT 151)

S5. Explain world development and global relationships;

Matching course component(s):

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course component(s):

HVAC Apprenticeship students learn about the historical development of the union movement and union associations as representing labor organizations. As well, they learn the roles of various subgroups in the union movement and specifically about apprenticeship, the collective voice, roles and responsibilities of employers, contractors, and journey workers. (HVAC Program, Year 1, Semester 1, Module 1 - *Union Heritage);* (HVAC Program, Year 1, Semester 1, Module 2 -*Customer Service);* (HVAC Program, Year 1, Semester 1, Module 3 - *Trade Related Safety & Environment)*

The following apprenticeship courses: (APPT 151)

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):

HVAC Apprenticeship students learn about the history of labor and the economic advantages organized labor has accomplished for its membership specifically and for American society generally. Students learn how labor and the trades have led to advances in worker treatment and expectations, expectations that have led to everything from the weekend to employer provided healthcare. (HVAC Program, Year 1, Semester 1, Module 1 (Union Heritage; HVAC Program, Year 1, Semester 1, Module 3 - *Trade Related Safety & Environment)*

HVAC Apprenticeship students analyze the relationships of business and economic activities to the functioning of society as a whole in units on the evolution of service, identifying customers and constructive communication styles, including developing listening, clarifying and empathy skills. This is done in the process of developing a critical eye. (HVAC Program, Year 1, Semester 1, Module 2 - *Customer Service)*

The following apprenticeship courses: (APPT 151)

S8. Assess the distribution of power and influence;

Matching course component(s):

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course component(s):

HVAC Apprenticeship students learn about the historical development of the union movement and union associations as representing labor organizations. As well, they learn the roles of various subgroups in the union

movement and specifically about apprenticeship, the collective voice, roles and responsibilities of employers, contractors, and journey workers.

HVAC Apprenticeship students demonstrate appreciation and sensitivity towards diverse cultures by learning skills in units on various cultures and communication styles, as well as how to identify and interact with indifferent, irate, and/or demanding customers. Students describe various communication styles, identify methods of managing information and how to use critical thinking to create options and alternatives in outcomes. (HVAC Program, Year 1, Semester 1, Module 1- *Union Heritage);* (HVAC Program, Year 1, Semester 1, Module 2 -*Customer Service);* (HVAC Program, Year 1, Semester 1, Module 3 - *Trade Related Safety & Environment)*

The following apprenticeship courses: (APPT 151)

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course component(s):

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course component(s):

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course component(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course component(s):

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Matching course component(s):

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

HVAC apprenticeship students complete coursework using analytical reading, writing, speaking skills including evaluation, synthesis and research throughout the program – specifically students learn about and describe control systems, safe work practices including handling high pressure gas cylinders, various heating equipment, and Personal Protective Equipment (PPE). (HVAC Program, Year 3, Semester 2, Module 15 - Control *Systems*); (HVAC Program, Year 3, Semester 2, Module 16 - *Pneumatic Controls*); (HVAC Program, Year 3, Semester 2, Module 17 - *DDC Controls*)

The following apprenticeship courses: (APPT 154)

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course component(s):

HVAC Apprenticeship students use computation throughout the program including in units such as “APPT 155

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Advanced Electrical Controls" that requires use of Ohm's Law to determine wiring schematic values, discussion of meter usage diagrams in the electrical sequence of operation, conducting meter usage and alternating lights labs, and describing HVAC system load calculations, designs, and balancing. (HVAC Program, Year 3, Semester 1, Module 13 - *Advanced Electrical Controls*)

The following apprenticeship courses: (APPT 155)

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

HVAC Apprenticeship students analyze the relationships of business and economic activities to the functioning of society as a whole in units on the evolution of service, identifying customers and constructive communication styles, including developing listening, clarifying and empathy skills. This is done in the process of developing a critical eye. (HVAC Program, Year 1, Semester 1, Module 2 - *Customer Service)*

The following apprenticeship courses: (APPT 151)

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course component(s):

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course component(s):

Requesting Faculty: PATRICIA GIBBS Date: January 18, 2024

Division Curr Rep: Tim Myres Date: January 21, 2024

FOR USE BY GE SUBCOMMITTEE:

Review Committee Members: N/A

Recommended for Approval: _____ Not Recommended for Approval: _____ Date: _____

In the box below, please provide rationale regarding the subcommittee's recommendation:

Note: application did not go to subcommittee

FOR USE BY CURRICULUM OFFICE:

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Sheet Metal Apprenticeship Program

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.
A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.
A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences ***must*** include ***all of the following*** student learning outcomes:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;
S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement ***must*** include ***at least three*** of the following student learning outcomes:

S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
S5. Explain world development and global relationships;
S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
S8. Assess the distribution of power and influence;
S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
S11. Display knowledge of human motivations, behaviors and relationships;
S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Sheet Metal Apprenticeship Program

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course component(s):

This first-year course covers the importance of unions as made up of diverse cultures, and how current students, by learning about and joining the union, have entered a long-standing tradition of organizing for better working conditions. Students learn not only about the legacy of various labor movements, but also the sources and citizens these movements served, to explain the labor movement as one of social justice.

BTSM Program, Year 1, Semester 1, Module 3-7 (History of Local 104)

The following apprenticeship courses: (APSM 101)

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course component(s):

Students examine Harassment Awareness and Anti-Harassment strategies - covers aspects of workplace harassment. Different scenarios are used to examine what harassment is and how it affects people directly and indirectly. Students learn about the parameters of harassment. In an interactive format, they run through various scenarios to determine if and why it has or has not occurred. Students learn why it is important to know about this. As well, they learn where, when, and how to detect and report it. Additionally, students are required to write critical analyses of and evaluations of lessons and projects throughout the program, and present oral proposals to demonstrate deep understanding of materials covered throughout the program.

BTSM Program, Year 1, Semester 1, Module 1-8 (Harassment Awareness)

The following apprenticeship courses: (APSM 101)

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course component(s):

The following courses contain material aligned with the scientific method, conducting research and other methods of inquiry. In these courses, students learn to develop hypotheses, test these hypotheses with scientific rigor, and to report their findings to their classmates and instructors. These courses cover material that takes students through the methods used to research, plan, document, and carry out, and evaluate successful projects – examining roles and responsibilities in each stage of the process in the discipline.

BTSM Program, Year 5, Semester 1, Module 21-1(Project Management) ; BTSM Program, Year 5, Semester 1, Module 21-2 (Construction Documents) ; BTSM Program, Year 5, Semester 1, Module 21-5(Schedules and Meetings) ; BTSM Program, Year 5, Semester 1, Module 21-6(Paperwork Details) ; BTSM Program, Year 5, Semester 1, Module 21-7(Quality Control) ; BTSM Program, Year 5, Semester 1, Module 21-8 (Tools Equipment and Materials)

The following apprenticeship courses: (APSM 134) (APSM 124)

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AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Depth Map: Additionally, must include at least three of the following:

S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course component(s):

This first year course covers the importance of unions as made up of diverse cultures, and how current students, by learning about and joining the union, have entered a long-standing tradition of organizing for better working conditions. Students learn about not only the legacy of various labor movements, but also the sources and citizens these movements served to explain the labor movement as one of social justice.

BTSM Program, Year 1, Semester 1, Module 3-7 (History of Local 104)

The following apprenticeship courses: (APSM 101)

S5. Explain world development and global relationships;

Matching course component(s):

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course component(s):

Students learn about the Code of Excellence – roles, rights, opportunities, and responsibilities of all parties – such as those of employers, employees, and union. Instructors are certified in Bias and Belonging curriculum. Students learn about implicit bias and how bias affects the rights, responsibilities, and opportunities of community members.

BTSM Program, Year 1, Semester 1, Module 1-4 (Local 104 Business Rep Discussion) ; BTSM Program, Year 1, Semester 1, Module 1-11 (Bias and Belonging) ; BTSM Program, Year 1, Semester 1, Module 3-7 (History of Local 104)

The following apprenticeship courses: (APSM 101)

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):

Students in this program are steeped in the economic activities important to the functioning of society as a whole. Students learn about their role in the industry and the role of the industry in the economic vitality of the Bay Area and the state of California. They also learn how the economic engine of the apprenticeship programs in the state play a critical role in the economic advancement of underrepresented and disenfranchised members of society.

BTSM Program, Year 1, Semester 1, Module 1-4 (Local 104 Business Rep Discussion)

The following apprenticeship courses: (APSM 101)

S8. Assess the distribution of power and influence;

Matching course component(s):

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course component(s):

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course component(s):

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AREA IV – SOCIAL & BEHAVIORAL SCIENCES

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course component(s):

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course component(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course component(s):

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Matching course component(s):

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

Students are required to write critical analyses and evaluations of lessons and projects throughout the program, and present oral proposals to demonstrate deep understanding of materials covered throughout the program.

BTSM Program, Year 1, Semester 1, Module 1-7 (Classroom Survival Skills)

The following apprenticeship courses: (APSM 101)

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course component(s):

Sheetmetal students must take several math classes to achieve fluency and competency in the field. The curricular focus is on both basic mathematical concepts needed to successfully navigate the demands of the profession, and the necessary skills needed to extrapolate these concepts to broader economic and social factors and goals.

BTSM Program, Year 1, Semester 1, Module 1-9 (Basic Math Skills) ; BTSM Program, Year 1, Semester 1, Module 1-10 (Shapes Lines and Angles)

The following apprenticeship courses: (APSM 101)

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

Students are required to write critical analyses and evaluations of lessons and projects throughout the program. They then present oral proposals to demonstrate deep understanding of materials covered throughout the program.

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AREA IV – SOCIAL & BEHAVIORAL SCIENCES

BTSM Program, Year 5, Semester 1, Module 21-6(Paperwork Details)

The following apprenticeship courses: (APSM 126)

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course component(s):

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course component(s):

Requesting Faculty: Patricia Gibbs Date: January 18, 2024

Division Curr Rep: Tim Myres Date: January 21, 2024

FOR USE BY GE SUBCOMMITTEE:

Review Committee Members: N/A

Recommended for Approval: _____ Not Recommended for Approval: _____ Date: _____

In the box below, please provide rationale regarding the subcommittee's recommendation:

Note: application did not go to subcommittee

FOR USE BY CURRICULUM OFFICE:

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: Sheet Metal Apprenticeship Program

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.
A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.
A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area VI –United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities ***must*** include ***all of the following*** student learning outcomes:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities ***must i*****nclude** ***at least three*** of the following student learning outcomes:

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
U7. Explain culture as a concept and how it can unite or divide people into various groups;
U8. Apply information about groups presented in the class to contemporary social and cultural relations;
U9. Analyze and interpret how culture shapes human development and behavior.

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: Sheet Metal Apprenticeship Program

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

Matching course component(s):
Over their entire program, Sheet Metal students discuss, analyze, and critically engage in the role of the trades generally, and unions specifically, including study and learning about how the trades increase the economic and social opportunities of historically marginalized groups.

Sheet Metal courses including but not limited to (APSM 101, APSM 136)

BTSM Program, Year 1, Semester 1, Module 3-7 (History of Local 104) – apprentices analyze historical data and participate in classroom discussions on the topic of Local 104's roll in Bay Area labor history.

BTSM Program, Year 4, Semester 2, Modules #1-#14 (Mechanical Acceptance Testing)

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course component(s):
Sheet metal students not only receive implicit bias training in specific modules in their program, they also have this training reinforced through onsite job training, where real-world expectations require students to both understand and navigate the power dynamics of the actual world.

Sheet Metal courses including (APSM 101)

BTSM Program, Year 1, Semester 1, Module 1-11 (Bias and Belonging) – Instructors are certified in Bias and Belonging curriculum. Students learn about implicit bias and how bias affects the rights, responsibilities, and opportunities of various community members thereby demonstrating understanding of the interaction of marginalized people in groups.

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

Matching course component(s):
The curriculum and on the job experience and training sheet metal students receive requires students to reflect on their own life experiences and how those experiences have shaped their responses to their work, their colleagues, the state of California, and the nation.

Sheet Metal courses including (APSM 101)

BTSM Program, Year 1, Semester 1, Module 1-11 (Bias and Belonging) – Instructors are certified in Bias and Belonging curriculum. Students learn about implicit bias and how bias affects the rights, responsibilities, and opportunities of various community members thereby demonstrating understanding of the interaction of marginalized people in groups.

BTSM Program, Year 1, Semester 1, Module 1-4 (Local 104 Business Rep Discussion), BTSM Program, Year 1, Semester 1, Module 1-5 (SMACNA Contractor Discussion)
– Sheet Metal Air Conditioning National Association (SMACNA)– local business owners and representatives give presentations in classes – locates the trades in an overall power and influence matrix, demonstrates

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

understanding of how one's own culturally determined perspective can vary from others'.

Depth Map: Additionally, must include at least three of the following:

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;

Matching course component(s):

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

Matching course component(s):
Sheet metal students are required to receive both formal classroom instruction and on the job training. Through onsite job training, where real-world expectations require students to both understand and navigate the power dynamics of the actual world, sheet metal students must test out their social awareness often in real-time.

Sheet Metal courses including (APSM 101)

BTSM Program, Year 1, Semester 1, Module 1-11 (Bias and Belonging) – Instructors are certified in Bias and Belonging curriculum. Students learn about implicit bias and how bias affects the rights, responsibilities, and opportunities of various community members thereby demonstrating understanding of the interaction of marginalized people in groups.

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

Matching course component(s):
Sheet metal students are required to receive both formal classroom instruction and on the job training. Through onsite job training, where real-world expectations require students to both understand and navigate the power dynamics of the actual world, sheet metal students must test out their social awareness often in real-time.

Sheet Metal courses including (APSM 101)

BTSM Program, Year 1, Semester 1, Module 1-11 (Bias and Belonging) – Instructors are certified in Bias and Belonging curriculum. Students learn about implicit bias and how bias affects the rights, responsibilities, and opportunities of various community members thereby demonstrating understanding of the interaction of marginalized people in groups.

BTSM Program, Year 1, Semester 1, Module 1-4 (Local 104 Business Rep Discussion), BTSM Program, Year 1, Semester 1, Module 1-5 (SMACNA Contractor Discussion) – local business owners and representatives give presentations in classes – locates the trades in an overall power and influence matrix, demonstrates understanding of how one's own culturally determined perspective can vary from others'.

U7. Explain culture as a concept and how it can unite or divide people into various groups;

Matching course component(s):

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

Matching course component(s):
Sheet metal students not only receive implicit bias training in specific modules in their program, but they also have this training reinforced through onsite job training, where real-world expectations require students to both understand and navigate the power dynamics of the actual world.

Sheet Metal courses including (APSM 101)

BTSM Program, Year 1, Semester 1, Module 1-11 (Bias and Belonging) – Instructors are certified in Bias and Belonging curriculum. Students learn about implicit bias and how bias affects the rights, responsibilities, and

opportunities of various community members thereby demonstrating understanding of the interaction of marginalized people in groups.

BTSM Program, Year 1, Semester 1, Module 1-4 (Local 104 Business Rep Discussion), BTSM Program, Year 1, Semester 1, Module 1-5 (SMACNA Contractor Discussion)
local business owners and representatives give presentations in classes – locates the trades in an overall power and influence matrix, demonstrates understanding of how one's own culturally determined perspective can vary from others'.

U9. Analyze and interpret how culture shapes human development and behavior.

Matching course component(s):

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):
Sheet metal students are required to read, analyze, and respond critically to a variety of texts throughout their program.

Sheet Metal courses including but not limited to (APSM 105, APSM 112, APSM 107)

BTSM Program, Year 1, Semester 2, Modules #1-#13 (FSD training), BTSM Program, Year 2, Semester 4, Modules #1-#13 (Field Installation), BTSM Program, Year 2, Semester 1, Modules #1-#15 (Parallel Line Fittings)

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course component(s):
Because the application of what sheet metal students learn and practice must be extremely precise to meet all existing codes and regulations, students learn and apply many mathematical concepts and data collection models.

Sheet Metal courses including but not limited to (APSM 116, APSM 119, APSM 127)

BTSM Program, Year 3, Semester 4, Modules #1-#14 (Plans and Specifications), BTSM Program, Year 3, Semester 4, Modules #1-#12 (HVAC Air Systems and Duct Design), BTSM Program, Year 5, Semester 3, Modules #1-#8 (Basic Autocad)

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):
Sheet metal students must communicate in a variety of formats. Whether it is engaging with other workers or supervisors, or with customers and the public, students in this program are required to express themselves clearly, concisely, and persuasively.

Sheet Metal courses including but not limited to (APSM 105, APSM 102, APSM 101)

BTSM Program, Year 1, Semester 2, Modules #1-#13 (FSD training), BTSM Program, Year 1, Semester 1, Modules #1-#14 (Math, Layout Basics, and Safety), BTSM Program, Year 1, Semester 1, Modules #1-#18 (Trade Introduction),

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B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course component(s):
Students in the sheet metal program meet this standard in a variety of ways. Their training includes courses on the environmental impact of their work on the planet. They also learn about the role of their union in advancing the social and economic opportunities for historically marginalized groups. And through on the job training and other required program elements, sheet metal students also learn the real-world importance of their actions and behaviors on others.

Sheet Metal courses including but not limited to (APSM 122, APSM 119, APSM 175A, APSM 101)

BTSM Program, Year 4, Semester 4, Modules #1-#15 (Codes and Standards), ***BTSM Program, Year 3, Semester 4, Modules #1-#12 (HVAC Air Systems and Duct Design), BTSM Program, Year 4, Semester 1, Modules #1-#10 (TABB Technician Certification***

BTSM Program, Year 1, Semester 1, Module 1-11 (Bias and Belonging) Sheet metal students not only receive implicit bias training in specific modules in their program, but they also have this training reinforced through onsite job training. Building Trades – Sheet Metal - SMQ – 1 – Instructors are certified in Bias and Belonging curriculum. Students learn about implicit bias and how bias affects the rights, responsibilities, and opportunities of various community members thereby demonstrating understanding of the interaction of marginalized people in groups.

Sheet Metal courses including (APSM 101)

BTSM Program, Year 1, Semester 1, Module 1-4 (Local 104 Business Rep Discussion), BTSM Program, Year 1, Semester 1, Module 1-5 (SMACNA Contractor Discussion)– Sheet Metal Air Conditioning National Association (SMACNA)– local business owners and representatives give presentations in classes – locates the trades in an overall power and influence matrix, demonstrates understanding of how one's own culturally determined perspective can vary from others'.

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer

Requesting Faculty: PATRICIA GIBBS Date: 2/1/2024

Division Curr Rep: Tim Myres Date: 2/6/24

FOR USE BY GE SUBCOMMITTEE:

Review Committee Members: N/A

Recommended for Approval: _____ Not Recommended for Approval: _____ Date: _____

In the box below, please provide rationale regarding the subcommittee's recommendation:

Note: application did not go to subcommittee

FOR USE BY CURRICULUM OFFICE:

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

SPAN F051B : SPANISH FOR HEALTH CARE WORKERS II

Proposal Type
New Course

Effective Term
Summer 2024

Subject
Spanish (SPAN)
Course Number
F051B

Department
Spanish (SPAN)

Division
Language Arts (1LA)

Units
3

Hours
3 hours lecture

Course Title
SPANISH FOR HEALTH CARE WORKERS II

Former ID

Cross Listed

Related Courses

Maximum Units
3

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
3

Weekly Lab Hours
0

Weekly Out of Class Hours
6

Special Hourly Notation

Total Contact Hours
36

Total Student Learning Hours
108

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Permanent

The Curriculum Committee must evaluate this application based on the following criteria:

Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:
Workforce/CTE

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

Evidence

This is a specialized course targeting medical personnel and health care workers at large that aims to provide language skills to talk with native speakers seeking health care.

Attach evidence

Need/Justification
This course addresses an occupational need for medical Spanish for students in bio-health sciences and related careers.

Course Description
Continuation of SPAN 51A. This course enhances the student's understanding of the material studied in SPAN 51A and expands their knowledge of the Spanish grammar and vocabulary related to health care. This course also introduces a series of new scenarios in which the student will practice their medical vocabulary and grammar.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: SPAN 1 or 51A.

Course Objectives

The student will be able to:

1. Communicate using the present and past tenses in Spanish to obtain and provide information about a patient's medical history, symptoms, and health conditions.
2. Demonstrate a better understanding of cultural differences as they relate to health in the Latino community.
3. Prescribe course of treatment, provide instructions and directives using formal commands.

Course Content

1. Develop conversational skills using culturally and linguistically appropriate formulas to elicit information about a patient's family, dietary habits, and chronic symptoms
    1. Vocabulary about the immediate and extended family
    2. Days of the week and months of the year
    3. Prescriptions and diet
    4. Physical and neurological symptoms and examination
2. Acquire grammatical competence to obtain information about a patient's past and present illnesses, as well as current or chronic symptoms, and prescribe course of treatment
    1. Present tense conjugation of regular and irregular verbs
    2. Indirect object pronouns
    3. Commands for giving directions and to prescribe medical treatment
    4. Present progressive
    5. Possessive adjectives
    6. Demonstrative adjectives
    7. Preterit tense of regular, irregular, and stem-changing verbs
    8. Direct object pronouns
    9. Reflexive verbs
3. Gain command of specialized medical terminology and vocabulary related to laboratory testing and routinary medical examinations
    1. Blood, urine, vaginal, and sputum tests
    2. Taking x-rays
    3. Ear infections, asthma, or respiratory attacks
    4. A visit to the dentist, dermatologist, the pharmacy, or the emergency room
4. Understand cultural differences as they relate to health, and increase the students' cultural sensitivity in working with patients from the Latino community

1. Common illnesses related to dermatology, dentistry, and internal medicine (vaginal and urinary tests, x-rays, etc.)
2. Traditional gender roles and their influence on health-related issues
3. Traditional health beliefs, practices, and remedies applied to advanced medicine and/or chronic illnesses
4. Authority figures and home remedies

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught on campus: no special facilities or equipment needed.
2. When taught virtually: ongoing access to computer, internet and email.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:
Written exams and quizzes
Role-play oral exams
Small group work/presentations

Methods of Instruction

Methods of Instruction may include but are not limited to the following:
Lecturing
Student will role-play situations that are common in a medical setting using the grammatical structures discussed in class

Representative Text(s)

Author(s)	Title	Publication Date
Rios, Joanna, et.al.	Complete Medical Spanish, Premium 4th ed.	2021

Please provide justification for any texts that are older than 5 years

Other Materials

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. For further research, the students may read, summarize, and present articles pertaining to health issues in the Latino community, such as:
    1. The pages of the CDC in Spanish
    2. The California Department of Public Health: https://www.cdph.ca.gov/
    3. View the PBS documentary, "Unnatural Causes: is inequality making us sick?": http://unnaturalcauses.org/

2. Students working or volunteering in a health care setting will use their daily experience for journal entries and opportunities for in-class discussion

Authorized Discipline(s):
Foreign Languages

Faculty Service Area (FSA Code)
SPANISH

Taxonomy of Program Code (TOP Code)
1105.00 - Spanish

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU

Validation Date
5/24/23

Division Dean Only

Seat Count
35

Load
.067

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
123059 - FH-Spanish (SPAN)

Account Code
1320

Program Code
110500 - Spanish

Division	Course Code	Course Title	Extension granted in 2016/17/19/20/22	Extension granted last time (2023)	Most Recently Offered (since 2010)
BSS	ACTG_F01BH	HONORS FINANCIAL ACCOUNTING II			winter 2019
SRC	ALCB_F466.	ACCESSING THE DIGITAL WORLD			
SRC	ALCB_F468.	SOCIAL SKILLS			
SRC	ALTW_F233.	HEALTHY LIVING STDNT LRNG DIFF			
BSS	ANTH_F002B	PATTERNS OF CULTURE		Yes; planned to offer in fall 2023	spring 2018
BSS	ANTH_F067B	CULTURES OF THE WORLD: BELIZE	Yes - 2019, 2022	Yes; planned to offer in summer 2024	
APPR	APPT_F126.	RESID PIPING LAYOUT/INSTALL/FI	Yes - all five years	Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	
APPR	APPT_F190.	PIPE FITTING WITH A CALCULATOR			fall 2018
APPR	APSM_F123.	SMQ-23 RESIDENTIAL SHEET METAL		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	fall 2017
APPR	APSM_F130.	SMQ-30 ADVANCED WELDING	Yes - 2019, 2020, 2022	Yes; planned to offer in fall 2023	fall 2013
APPR	APSM_F131.	SMQ-31 CAD DETAILING	Yes - 2022	Yes; planned to offer in fall 2023	spring 2016
APPR	APSM_F132.	SMQ-32 INTERMEDIATE CAD DETAIL	Yes - 2022	Yes; planned to offer in fall 2023	spring 2016
APPR	APSM_F133.	SMQ-33 ADVANCED ARCHITECTURAL	Yes - 2022	Yes; planned to offer in fall 2023	spring 2017
APPR	APSM_F134.	SMQ-34 ADVANCED LAYOUT FABRICA	Yes - 2019, 2020, 2022	Yes; planned to offer in fall 2023	fall 2012
APPR	APSM_F155B	AIR DISTRB & EFFICNT DUCT DSGN		Yes; planned to offer in fall 2023	
FA	ART_F015D	DIGITAL ILLUSTR FILM & ANIMATN			spring 2019
FA	*ART_F073R*	*INDEPENDENT STUDY IN ART*			*fall 2015*
KA	ATHL_F031E	INTERCOLLEGIATE SOFTBALL (WMN)			summer 2018
KA	ATHL_F031F	INTRCLG SOFTBALL II (WMN)			spring 2019
KA	*ATHL_F071R*	*INDEPENDENT STUDY IN ATHLETICS*			*spring 2015*
KA	*ATHL_F073R*	*INDEPENDENT STUDY IN ATHLETICS*			
BSS	BUSI_F019.	BUSINESS LAW II	Yes - 2022	Yes; planned to offer in winter 2024	spring 2016
BSS	CHLD_F054A	DEVLP HTHLY ORG CLIMATE IN ED		Yes; planned to offer in fall 2023	fall 2017
BSS	CHLD_F054B	RIGHT FIT: RECRUIT/SELECT/ORIE			spring 2019
BSS	CHLD_F054C	LEADERSHIP: EFFCT DIRECTORS	Yes - 2022	Yes; planned to offer in winter 2024	winter 2017
BSS	CHLD_F054D	POWER OF REFLEC/SELF-AWARENESS		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	spring 2018
BSS	CHLD_F073.	MUSIC & MOVEMENT EARLY YEARS		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	winter 2018
CN	CNSL_F087.	LEADERSHIP: THEORIES & PRACTIC			fall 2018
STEM	C S_F020A	PROGRAMMING IN C#		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	spring 2018
STEM	C S_F040A	SOFTWARE ENGINEERING METHODOLO			spring 2019
STEM	C S_F050C	SCALING LOCAL AREA NTWR (CCNA)		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	spring 2018
STEM	C S_F052A	ADV IP ROUTING PRTCLS/SRV CCNP		Yes; planned to offer in spring 2025	fall 2017

STEM	C S_F052B	ADV SWITCH/CAMPUS LAN DESGN CC	Yes - 2022	Yes; planned to offer in spring 2025 or fall 2026	winter 2017
STEM	C S_F056B	IT ESSENTIALS		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	fall 2017
STEM	C S_F080A	OPEN SOURCE CONTRIBUTION	Yes - 2022	Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	winter 2016
STEM	C S_F081A	3-D GRAPHICS PROGRAMMING		Yes; planned to offer in spring 2025	fall 2017
STEM	C S_F084B	DISTRIBUTED DATABASES	Yes - 2022	Yes; planned to offer in fall 2024	fall 2016
KA	DANC_F001A	BEGINNING BALLET			fall 2018
KA	DANC_F001B	INTERMEDIATE BALLET			fall 2018
KA	DANC_F001C	ADVANCED BALLET			fall 2018
HSH	*D H_F072R*	*INDEPENDENT STUDY DENTAL HYGIE*			*winter 2018*
HSH	*D H_F073R*	*INDEPENDENT STUDY DENTAL HYGIE*			*winter 2018*
HSH	EMS_F200.	PARAMEDIC ACADEMY	Yes - 2020, 2022	Yes; planned to offer in fall 2024	
LA	ENGL_F049.	CALIFORNIA LITERATURE		Yes; planned to offer in fall 2024	
LA	*ENGL_F072R*	*INDEPENDENT STUDY ENGLISH*			
LA	ESLL_F248.	ADV GRAMMAR REVIEW		Yes; planned to offer in fall 2023 or spring 2024	fall 2017
FA	GID_F046.	SCREENPRINTING		Yes; planned to offer in 2023-24 AY (not currently on spring 2024 schedule)	fall 2017
FA	GID_F047.	MOTION GRAPHICS		Yes; planned to offer in 2023-24 AY (not currently on spring 2024 schedule)	fall 2017
BSS	HIST_F054H	HONORS INSTITUTE SEMINAR HIST			spring 2019
HSH	HORT_F025.	PLANT MATRLS: BAMBOOS & PALMS			fall 2018
HSH	HORT_F052M	URBAN FORESTRY			
HSH	HORT_F054D	LANDSCAPE CONSTR:APPLIED PRACT			spring 2017
HSH	HORT_F060G	LANDSCAPE DESIGN:INTERM COMPUT	Yes - 2022	Yes; planned to offer once ETS upgrades computers	spring 2016
HSH	HORT_F060L	VECTORWORKS 3-D			
HSH	HORT_F080E	LANDSCAPE CERT: COMMON CORE			
HSH	HORT_F080F	LANDSCAPE CERT: SOFTSCAPE INST			
HSH	HORT_F080G	LANDSCAPE CERT: HARDSCAPE INST			
HSH	HORT_F080J	LANDSCAPE CERT: TURF MANAGEMNT			
HSH	HORT_F090E	HORT & LANDSCAPE PHOTOGRAPHY	Yes - 2019, 2022	Yes; planned to offer once qualified instructor is hired	fall 2013
HSH	HORT_F090M	PLANT NUTRITION & FERTILIZATIO		Yes; planned to offer once greenhouse is repaired and planting completed	fall 2017
HSH	HORT_F090S	SUSTAINABLE INTEGRATED PEST MG			summer 2018
HSH	HORT_F091E	COMMUNITY GARDENING			
HSH	HORT_F091F	FINE GARDENING			

HSH	HORT_F401A	LANDSCAPE CERT: COMMON CORE			
HSH	HORT_F401B	LANDSCAPE CERT: SOFTSCAPE INST			
HSH	HORT_F401C	LANDSCAPE CERT: HARDSCAPE INST			
HSH	HORT_F401D	LANDSCAPE CRT: IRRIGATION INST			
HSH	HORT_F401E	LANDSCAPE CERT: TURF MANAGEMNT			
HSH	HORT_F401F	LANDSCAPE CRT: ORNAMENTL MAINT			
LA	JRNL_F053A	STUDENT MEDIA PRACTICUM I		Yes; planned to offer "based on enrollment and demand"	
LA	JRNL_F053B	STUDENT MEDIA PRACTICUM II		Yes; planned to offer "based on enrollment and demand"	
LA	JRNL_F060.	EDTRIAL LEADRSHP STD NEWS MDIA		Yes; planned to offer "based on enrollment and demand"	
LA	JRNL_F061.	REPORTING FOR STDNT NEWS MEDIA		Yes; planned to offer "based on enrollment and demand"	
LA	JRNL_F062.	DIGITAL PROD FOR STUDENT MEDIA		Yes; planned to offer "based on enrollment and demand"	
LA	JRNL_F064.	PHOTOGRAPHY FOR STUDENT MEDIA		Yes; planned to offer "based on enrollment and demand"	
LA	*JRNL_F070R*	*INDEPENDENT STDY IN JOURNALISM*			
LA	*JRNL_F071R*	*INDEPENDENT STDY IN JOURNALISM*			
LA	*JRNL_F072R*	*INDEPENDENT STDY IN JOURNALISM*			
LA	*JRNL_F073R*	*INDEPENDENT STDY IN JOURNALISM*			
KA	KINS_F054.	INTRO TO SPORTS MANAGEMENT		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	fall 2017
KA	*KINS_F072R*	*INDEPENDENT STUDY KINESIOLOGY*			
KA	*KINS_F073R*	*INDEPENDENT STUDY KINESIOLOGY*			
BSS	LINC_F072B	ADOBE INDESIGN OVERVIEW			spring 2019
STEM	MATH_F01BH	HONORS CALCULUS II		Yes; planned to offer in winter 2024	
STEM	MATH_F044.	MATH FOR THE LIBERAL ARTS			winter 2019
STEM	MATH_F1BHP	HONORS CALCULUS II SEMINAR		Yes; planned to offer in winter 2024	
FA	MDIA_F004.	EXPERIMENTAL FILM & VIDEO		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	
FA	MDIA_F007.	DOCUMENTARY FILM		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	
FA	MDIA_F052.	SCREENWRITNG FOR NARRTVE MEDIA	Yes - 2022	Yes; planned to offer in winter 2024	spring 2016
FA	MTEC_F053B	AUDIO PLUG-INS & VIRTUAL INSTR			fall 2018
FA	MTEC_F060B	PRODUCING IN HOME STUDIO II			fall 2018
FA	MTEC_F066A	MUSIC VIDEO PRODUCTION	Yes - 2022	Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	winter 2017

				Yes; planned to offer in spring 2024	
FA	MTEC_F070G	PRO TOOLS 310P-AVID CERTIF	Yes - 2022	(not currently on spring 2024 schedule)	
FA	MTEC_F080B	ENTERTAINMENT LAW & NEW MEDIA	Yes - 2022	Yes; planned to offer in winter 2025	fall 2016
FA	MTEC_F080C	BASICS OF MUSIC PUBLISHING	Yes - 2022	Yes; planned to offer in spring 2025	winter 2017
FA	MTEC_F084A	INTRODUCTION TO MUSIC THERAPY		Yes; planned to offer in fall 2024	spring 2018
FA	MUS_F003D	THEORY & MUSICIANSHIP IV	Yes - 2022	Yes; planned to offer TBD	
FA	MUS_F007F	MUSIC IN FILM			summer 2018
FA	MUS_F013B	CLASS VOICE II			spring 2019
FA	MUS_F013C	CLASS VOICE III			spring 2019
FA	MUS_F038A	GUITAR ENSEMBLE I		Yes; planned to offer TBD	
FA	MUS_F038B	GUITAR ENSEMBLE II		Yes; planned to offer TBD	
FA	MUS_F038C	GUITAR ENSEMBLE III		Yes; planned to offer TBD	
FA	*MUS_F072R*	*INDEPENDENT STUDY MUS/MUS TECH*			
FA	*MUS_F073R*	*INDEPENDENT STUDY MUS/MUS TECH*			*spring 2018*
				Yes; planned to offer in summer 2023 or	
LA	NCEL_F403A	BRDG TO COLLEGE ESL LSTN SPEAK		summer 2025	summer 2017
LA	NCEL_F403B	BRDG TO COLLEGE ESL READ WRITE	Yes - 2019, 2020, 2022	Yes; planned to offer in summer 2024	
LA	NCEL_F447.	ADV VOCAB DEVLP READNG/WRITING			spring 2019
SRC	PHDA_F020.	MODIFIED FUNCTIONAL FITNESS			spring 2019
				Yes; planned to offer in spring 2024	
SRC	PHDA_F024.	MODIFIED STRETCHING/FLEXIBILIT	Yes - 2022	(not currently on spring 2024 schedule)	
SRC	PHDA_F025.	BALANCE & FUNCTIONAL MOVEMENT			winter 2019
SRC	PHDA_F401.	ADAPTED MOVEMENT			
KA	PHED_F010C	AQUATICS LEVEL III,MASTERS SWI			summer 2018
KA	PHED_F011C	WATER AWARENESS			spring 2019
KA	PHED_F013A	INTERMEDIATE WATER POLO			spring 2019
KA	PHED_F020A	BEGINNING MAT PILATES			fall 2018
KA	PHED_F020B	INTERMEDIATE MAT PILATES		Yes; planned to offer in fall 2023	spring 2018
KA	PHED_F021.	FOUNDATIONS OF YOGA			spring 2019
KA	PHED_F021D	VINYASA FLOW YOGA	Yes - 2022	Yes; planned to offer in winter 2024	fall 2015
KA	PHED_F022E	CROSS TRAINING FOR ENDURANCE			winter 2019
				Yes; planned to offer in spring 2024	
KA	PHED_F024C	INT GOLF COURSE PLAY		(not currently on spring 2024 schedule)	spring 2018
				Yes; planned to offer in spring 2024	
KA	PHED_F024D	ADV GOLF COURSE PLAY		(not currently on spring 2024 schedule)	spring 2018
				Yes; planned to offer in spring 2024	
KA	PHED_F025B	BEGINNING GOLF COURSE PLAY		(not currently on spring 2024 schedule)	spring 2018
KA	PHED_F026C	BEGINNING DOUBLES TENNIS			spring 2019
				Yes; planned to offer in spring 2024	
KA	PHED_F043A	ULTIMATE I		(not currently on spring 2024 schedule)	

KA	PHED_F049A	SURVIVOR TRAINING			winter 2019
KA	*PHED_F071R*	*INDEPENDENT STUDY PHYSICAL EDU*			
KA	*PHED_F072R*	*INDEPENDENT STUDY PHYSICAL EDU*			
KA	*PHED_F073R*	*INDEPENDENT STUDY PHYSICAL EDU*			
FA	PHOT_F022.	PHOTOJOURNALISM		Yes; planned to offer in fall 2023 or winter 2024	spring 2018
FA	PHOT_F057A	PHOTGRAPHIC PORTFOLIO DEVELOPM			spring 2019
FA	PHOT_F057B	PROFESSIONAL PRACTICES IN PHOT		Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	spring 2018
FA	PHOT_F068C	STUDIO LIGHTING TOPICS IN PHOT			winter 2019
FA	PHOT_F068E	LECTURE TOPICS IN PHOTOGRAPHY	Yes - 2022	Yes; planned to offer in fall 2023 or winter 2024	fall 2015
FA	*PHOT_F072R*	*INDEPENDENT STUDY IN PHOTOGRAP*			
FA	PHOT_F078B	SOCIAL CONCERNS FIELD STUDY/PH	Yes - 2022	Yes; planned to offer in spring 2024 (not currently on spring 2024 schedule)	winter 2016
FA	PHOT_F078C	DOCUMENTARY FIELD STUDY PHOTO	Yes - 2022	Yes; planned to offer in fall 2023 or winter 2024	fall 2015
FA	PHOT_F078D	MUSEUM/GALLERY FIELD STUDY IN	Yes - 2022	Yes; plan to offer in winter 2024 or spring 2024 (not currently on spring 2024 schedule)	fall 2015
HSH	R T_F071.	ADV CLINICAL EXPER:MRI	Yes - 2016, 2017, 2019, 2022	Yes; planned to offer TBD	
HSH	R T_F201.	DIGTL RADIOGRPHY FOR RAD TECHS			
HSH	R T_F202.	RAD SAFETY FLUOROSCPY RAD TECH			
BSS	SOC_F054H	HONORS INSTITUTE SEMINAR SOC		Yes; planned to offer in spring 2025	winter 2018
BSS	*SOSC_F071R*	*INDEPENDENT STUDY SOCIAL SCIEN*			
BSS	*SOSC_F072R*	*INDEPENDENT STUDY SOCIAL SCIEN*			
BSS	*SOSC_F073R*	*INDEPENDENT STUDY SOCIAL SCIEN*			
LA	SPAN_F110.	ELEM SPANISH CONVERSATION I			spring 2019
LA	SPAN_F111.	ELEM SPANISH CONVERSATION II			spring 2019
FA	THTR_F007.	INTRODUCTION TO DIRECTING	Yes - 2022	Yes; planned to offer in spring 2025	fall 2016
FA	THTR_F026.	INTRO FASHION HIST/COSTM DES	Yes - 2022	Yes; planned to offer in spring 2025	spring 2017
FA	THTR_F048A	VOCAL PRODUCTION & SPEECH			winter 2019
FA	*THTR_F071R*	*INDEPENDENT STUDY THEATRE ARTS*			
FA	*THTR_F073R*	*INDEPENDENT STUDY THEATRE ARTS*			*winter 2017*
BSS	*WMN_F070R*	*INDEPENDENT STUDY WMN'S STUDIE*			
BSS	*WMN_F071R*	*INDEPENDENT STUDY WMN'S STUDIE*			
BSS	*WMN_F072R*	*INDEPENDENT STUDY WMN'S STUDIE*			
BSS	*WMN_F073R*	*INDEPENDENT STUDY WMN'S STUDIE*			

FHGE Comparison

Current Foothill GE AA/AS Degree Requirements			Recently Approved CCC General Education		
Area	*Description*	*Units*	*Area*	*Description*	*Units*
II/ English Compentency	English	5	1A	English Composition	5
V	Communication & Analytical Thinking	4 or 5	1B	Oral Communication & Critical Thinking	4 or 5
Math Competency	Mathematics		2	Mathematical Concepts & Quanitative Reasoning	5
I	Humanities	4 or 5	3	Arts & Humanities	4 or 5
IV	Social & Behavioral Sciences	4 or 5	4	Social & Behavioral Sciences	4 or 5
III	Natural Sciences	5 or 6	5	Natural Sciences	4 to 6
Grad Requirement	Ethnic Studies effective Fall 2024		6	Ethnic Studies	4
VI	U.S. Cultures & Communities	4 or 5			
VII	Lifelong Learning	4*			
	Total:	**30-35**		**Total:**	**30-35**

RETHINKING FHGE

- What needs to be discussed/addressed by CCC?
  - Lifelong Learning
  - Area 2- Mathematics & Quantitative Reasoning
  - Lab for Area 5- Natural Science
  - Area 6- Ethnic Studies
  - Process to move over current approved FHGE courses to the new pattern
  - Process of updating the local GE forms

Equity in the Course Outline of Record

Why?

Course Description

Word choice in something like the course description seems very minor, yet students who are already questioning their belonging may interpret it in a way that makes them feel like your course is not for them. Your course description may be the first interaction your students have with the course and can affect who enrolls.

Course Content

There are many ways to include inclusive content in different courses, but presenting content that is based on racist foundations without addressing those foundations is probably not one of them.

Reading, Writing, Assignments

There are a variety of ways engaging with the material and connecting to real-world examples and experiences can improve engagement and prepare students for success in life.

Methods of Instruction

Building content from the experiences students bring to the classroom will allow for a better learning experience.

Representative Texts

The textbooks we choose can be a barrier for students due to cost, how they are written, and the voices they represent or leave out.

Methods of Evaluation

Biases come through in evaluations without us realizing it. Taking points off for mistakes unrelated to your content area (i.e. spelling mistakes in a math course) could be one of these biases. Providing details for what you are looking for in an assignment can be more clear for all of your students, and especially helpful for students with less college knowledge.

How?

Course Description

Word choice in something like the course description seems very minor, yet students who are already questioning their belonging may interpret it in a way that makes them feel like your course is not for them. Your course description may be the first interaction your students have with the course and can affect who enrolls.

- Emphasizes a welcoming approach and engagement.
- Encourages mentioning little to no experience needed for introductory courses.
- Promotes inclusive language and avoids gendered pronouns.
- Suggests incorporating DEIA content.

How?

Course Content

There are many ways to include inclusive content in different courses, but presenting content that is based on racist foundations without addressing those foundations is probably not one of them.

- Highlights the importance of diverse knowledge and timely, relevant content.
- Addresses historical and contemporary misconceptions.
- Emphasizes inclusivity, commitment to student success, and acknowledgment of racism and DEIA topics.
- Encourages critiquing historical foundations and exploring diverse contributions.

How?

Reading, Writing, and Assignments

There are a variety of ways engaging with the material and connecting to real-world examples and experiences can improve engagement and prepare students for success in life.

- Promotes assignments eliciting prior knowledge and engaging students in real-world examples.
- Encourages connections to sociocultural backgrounds and experiences.
- Suggests non-traditional assignments, such as internships or e-portfolios.

How?

Methods of Instruction

Building content from the experiences students bring to the classroom will allow for a better learning experience.

- Stresses detailed and descriptive methods, including the delivery of course content.
- Advocates for inclusivity through peer review, cooperative work, and connections to students' lived experiences.

How?

Representative Texts/Materials

The textbooks we choose can be a barrier for students due to cost, how they are written, and the voices they represent or leave out.

- **Encourages exploration of free and diverse texts/materials.**
- **Emphasizes amplifying diverse voices, moving beyond canonical materials, and ensuring accessibility.**
- **Advises checking for subscription library resources available for free.**

How?

Methods of Evaluation

Biases come through in evaluations without us realizing it. Taking points off for mistakes unrelated to your content area (i.e. spelling mistakes in a math course) could be one of these biases. Providing details for what you are looking for in an assignment can be more clear for all of your students, and especially helpful for students with less college knowledge.

- Urges instructors to consider their biases in assessments.
- Recommends detailed methods, alignment with universal learning design, and authentic assessment principles.
- Supports opportunities for student revision and feedback incorporation.